



Accessibility Plan 2016-19

December 2016



Headteacher
Ottery St Mary Primary School



Ottery St Mary Primary School Accessibility Plan

At Ottery St Mary Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and

- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Ottery St Mary Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

This Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour for Learning Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Aims and objectives:

At Ottery St Mary Primary School our aims are to:

- Increase access to the curriculum for all pupils including those with a disability
- Improve and maintain access to the physical environment
- Improve access to written information

The table below sets out how the school will work to achieve these aims

Access to the curriculum						
Aim	Current good practice (including established practice and practice under development)	Objectives (including short, medium and long term)	Actions to be taken	Person(s) responsible	Target completion date	Success criteria
Develop and maintain inclusive quality first teaching	Teaching is judged to be typically good across the school with consistency evident in many areas. Behaviour for learning is actively promoted across all areas of the school and resilience is well developed in the children.	Ensure all members of staff follow school policies and procedures to guarantee consistent quality first teaching in all year groups. Self-evaluate as a school in light of internal and external monitoring. Develop and review universal provision within the school.	Continued cycle of monitoring by SLT with challenge and support put in place where necessary. Dissemination of best practice across the school. CPD linked to monitoring outcomes.	Senior Leaders All staff	Ongoing	All pupils and groups of pupils including SEND pupils make good progress from their relative starting points.
Develop as an autism friendly school	Visual timetables used in classrooms to support pupils. Headteacher/Lead TA undertaking DEAP (Devon Enhanced Autism Programme) training. The school works closely with the LA Communication	Dissemination of strategies from the DEAP programme to all staff. Consistency of visual timetables (eg, style, placement) to be developed so that support can be found in the same place in every room.	Audit of visual timetables currently used in classes (style and location). Discussion with autistic pupils to gather views. Liaison with Local Authority Communication and Interaction Team to best practice suggestions.	DEAP School Based C&I Practitioner DEAP Strategic Lead	September 2017	Consistent approaches in place across the school.

	and Interaction Team to develop and implement strategies to support pupils. Staff training has taken place in the use of social stories		Further staff training in Lego Therapy to promote social and communication skills. Production and implementation of an Autism Action Plan on completion of DEAP training			
Achieve 'Devon Inclusion Award' status for the school	Clear SEND Pathway has been developed in line with the Devon Graduated Response Tool	Use self-evaluation evidence to map school improvement work to the requirements of the Devon Inclusion Award	SLT to be aware of Devon Inclusion Award requirements and standards Headteacher to inform governors of progress towards award	Headteacher SLT SENCO Governors	December 2019	School achieves the Devon Inclusion Award.
Provide and embed the use of supportive resources in all lessons to benefit individual pupils and staff	The school actively promotes access to and use of resources for all pupils in lessons and this is modeled regularly. Staff have received training in the use of some mathematical resources arranged through the Local Authority	Training in specialist resources to support specific needs across the curriculum. Development of a 'Reasonable Adjustments' checklist for all staff	SLT and SENCO to monitor the quality of support provided in lessons by all adults. CPD planned to meet identified issues across the school. Training needs identified and implemented to aid the support of the needs of new pupils/families to the school	SLT SENCO	Ongoing	Staff training records evidence high quality training. Pupil outcomes evidence high quality teaching and support.

Access to the physical environment

Aim	Current good practice <i>(including established practice and practice under development)</i>	Objectives <i>(including short, medium and long term)</i>	Actions to be taken	Person(s) responsible	Target completion date	Success criteria
Develop capacity to meet the sensory needs of pupils	EYFS have implemented neutral backgrounds for displays and learning environments. Acoustic boards have been fitted in the main hall to reduce noise reverberation. The new building is fitted with a Sound Field system to enhance acoustic performance.	Extension of colour neutral approaches to displays and learning environments to cover all year groups	Audit of best practice identified through DEAP training. Stock orders to reflect more consistent approaches to display materials.	All staff	September 2017	Greater consistency evident across the school in terms of displays and learning environments.
Develop wheelchair accessibility around the building and site	There is one wheelchair accessible route around the school grounds from the KS1 playground by Longdogs Lane down to the field by Yonder Street. Lift access is available between all levels within the building. One set of Dorgards provides a clear wheelchair friendly access within the building. There are three wheelchair accessible toilets in the school with one on each level of the building. All doors have low level handles to aid access and staircases are fitted with low level grab rails	Ensure all lifts are maintained and fully functional. Develop and improve signs around the site to make wheelchair friendly routes explicit. Install further sets of Dorgards to provide uninterrupted wheelchair friendly access throughout the school. Ensure corridors are kept clear	Audit routes around the school to establish the number of Dorgards required to provide uninterrupted wheelchair friendly access around the school building. Order and install the Dorgards Set a schedule of checking and replacing the batteries annually (current battery life 18 months)	Senior Administrator/ Bursar Caretaker All staff	September 2017	Clear routes are provided and maintained throughout the building(s) and are well signposted.

Provision of a dedicated disabled parking space	Car parking for those with a disability is arranged as necessary via the school office.	Provision of a dedicated parking space/bay close to the building in the car park. Development of signage to publicise the space	Liaise with local council to establish any planning regulations/restrictions Commission works once appropriate assurances are in place.	Senior Administrator/ Bursar	January 2017	Disabled parking space provided in the school
Provision of an outdoor sensory space	The school has dedicated quiet spaces in the playgrounds to support pupils with sensory issues. A new Pastoral Room has been developed to further support pupils and families.	Develop a sensory garden space by the Year 2 classrooms.	Investigate suitable plants and resources to develop the sensory garden. Source materials from the local community	SENCO PTA	December 2017	Sensory garden in place.
Provision and development of outdoor learning opportunities	The school has good grounds and outdoor spaces including a woodland area, allotment area, Anderson shelter, swimming pool, pond, field and three playground areas. Timetabled sessions are provided for these areas.	Develop the woodland area to include clearly defined sections targeted at different areas of need (Cognition and Learning, Communication and Interaction, Emotional, Social Mental Health, Sensory, Physical, Mental Health)	Audit activities currently carried out in woodland area and spaces used. Investigate activities to promote development under different areas of need. Produce a plan of activities and equipment to enhance the woodland area Fundraise opportunities to fund planned changes	SLT SENCO PTA	September 2018	Clearly defined zones within the woodland area enhance access for all pupils and target their needs across the school.
Improvements to disabled access to the swimming pool	All pupils are included in swimming lessons run by qualified swimming teachers.	Install ramp access to changing rooms and toilet by swimming pool. Provide a hoist for disabled access to the pool.	Quotes for ramp to be sourced from building companies	Senior Administrator/ Bursar	December 2019	Ramps and hoist in place and in use when necessary.
Provision of support to those with visual impairments	All doorways are surrounded by contrasting architrave and skirting to aid recognition. Bannisters and low level	Provision of clear demarcation of steps and slopes across the school internally and externally.	Audit of potential risk factors in areas containing steps and slopes. Investigation of external paint to demarcate edges	Senior Administrator/ Bursar Caretaker	July 2018	Clear demarcation in place across the school to limit risk factors.

	grab rails have indicators on them to allow recognition of which level of the building they are on		clearly to enhance support for visually impaired pupils and adults (in line with any relevant building regulations and planning conditions)			
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Access to information						
Aim	Current good practice (including established practice and practice under development)	Objectives (including short, medium and long term)	Actions to be taken	Person(s) responsible	Target completion date	Success criteria
Provision of access to high quality reading materials for all pupils	All classrooms have developed reading areas to support choice and love of reading. The school has a library bus to further enhance love of reading.	Enhance provision of library books within the school building to supplement those on the library bus. Develop library software (Accelerated Reader) to enable access to all books in school.	Sourcing of low level storage options for library books within the building	English working party	July 2017	Appropriate selection of books available within the building and in all classrooms.
Provision of written material in alternative formats.	School has the facilities to provide information in large print if requested. A newly developed website increases clarity across a range of mobile and electronic devices.	All school documentation to be provided in large print (minimum 14pt text size) upon request	Refer to Government Guidelines for providing information in alternative forms	School office and admin staff Classteachers	January 2017	Opportunities in place to source provision of information in alternative formats in line with Government best practice.
Provision of materials and communication to those with hearing	The new building is fitted with a Sound Field system to enhance acoustic performance. A hearing loop is installed in	Extend the Sound Field system to cover all parts of the building. Continue to develop school website to	Investigate costings for installing an extension to the Sound Field system in the EYFS and Year 1 areas and school offices.	Senior Administrator/ Bursar	December 2019	Sound Field system in operation throughout the building(s)

impairments	the main school office The school commissions BSL translators to support meetings involving those with a hearing impairment					
Provision of materials and communication to those with visual impairments	School has the facilities to provide information in large print if requested. A newly developed website increases clarity across a range of mobile and electronic devices.	School to have access to the means to provide Braille and/or Moon copies of information upon request.	Liaise with RNIB to source Braille and/or Moon	SENCO Office admin staff	Dependent on need	Opportunities in place to source provision of information to meet the needs of those with visual impairments.